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ABSTRACT

The Reading Framework for the 1992 National Assessment of Educational Progress (NAEP) contains the rationale for the aspects of reading assessed in 1992 and criteria for development of the assessment. Developed through a national consensus process as a part of an effort to move assessment forward, the framework presented in the booklet is more consistent with contemporary knowledge about reading and more relevant to the needs of education decisionmakers than earlier assessments. Chapters of the booklet are: (1) Development of the 1992 Reading Framework (with sections on steering committee guidelines and on considerations and principles); (2) The Design of the 1992 Reading Framework (with sections on a goal for reading literacy education; constructing, extending, and examining meaning; and constructing the assessment); and (3) Special Studies and Background Information (with sections on special studies of oral reading and response; portfolio and metacognition study; and with information for educational policy makers. Appendixes listing steering and planning committee members, and giving sample readings and test items for 4th, 8th, and 12th grades are attached. (RS)

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Reading Framework for the 1992 National Assessment of Educational Progress

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NAEP Reading Consensus Project

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Reading Framework for the 1992 National Assessment of Educational Progress

NAEP Reading Consensus Project

Developed under contract number RS 89175001 by the Council of Chief State School Officers for The National Assessment Governing Board

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Overview

This document presents the Reading Framework for the 1992 National Assessment of Educational Progress (NAEP), adopted by the National Assessment Governing Board (NAGB). The Framework contains the rationale for the aspects of reading assessed in 1992 and criteria for development of the assessment. The 1992 NAEP in Reading uses a variety of assessment approaches, both conventional and innovative. Developed through a national consensus process as part of an effort to move assessment forward, the 1992 NAEP in Reading is more consistent with contemporary knowledge about reading and more relevant to the needs of education decisionmakers than earlier assessments. This 1992 reading assessment has the following characteristics:

- It examines students' abilities to construct, extend, and examine the meaning of what they read through the use of items that elicit a variety of responses to both multiple-choice and open-ended tasks.
- It assesses student performance in different reading situations—reading for literary experience, reading to be informed, and reading to perform a task—by using authentic, "real-life" texts. Students in grades 8 and 12 are permitted to choose from different short stories.
- It includes special studies to examine other aspects of reading, including the reading fluency of students, their reading habits and practices, and the metacognitive strategies they use to comprehend what they read.

Introduction

Reading is the most important, fundamental ability taught in the nation's schools. It is vital to society and to the people within it. It is the door to knowledge and a capability that can liberate people both intellectually and personally.

For more than 20 years, the National Assessment of Educational Progress (NAEP) has been reporting the reading achievement of students in the United States. Known in recent years as "The Nation's Report Card," NAEP reports provide descriptive information about student strengths and weaknesses in reading and a number of other subjects. They provide data that compare groups of students by race and ethnicity, gender, type of community, and region, as well as data that chart trends in achievement over time. Relationships between student achievement and school-related experiences such as homework and instruction, are also reported.

Beginning in 1990, a significant change occurred in how and for whom NAEP results are reported. On a trial basis, the 1990 NAEP Mathematics assessment collected information to provide "state report cards" that allow state-to-nation and state-to-state comparisons. In 1992, the NAEP Reading assessment includes state-level reporting, on a trial basis, of fourth-grade results.

The decision to undertake state-by-state reporting of assessment data had its beginnings in 1984, when a majority of chief state school officers supported the development of an assessment system that would provide state-level information. In the following year, that group supported the expansion of NAEP as the most feasible vehicle for such an assessment system. In 1986, two states, Wyoming and Georgia, contracted with NAEP to conduct in-state assessments concurrently with the national assessment and to provide them with state-to-nation comparison data. In 1986 and 1987, several groups of southern states contracted with NAEP to conduct state-level assessments in mathematics. This effort was coordinated by the Southern Regional Education Board.

During this period, the governors of various other states expressed a desire to obtain information from NAEP on the educational achievement of students in their states. In 1987, a national study group, chaired by Lamar Alexander, then Governor of Tennessee, made a series of recommendations about the

future of NAEP. One of the most significant was that the assessment be expanded to provide state-by-state reporting.

In 1988, Congress passed the Hawkins-Stafford Amendments (P.L. 100–297) which added that new dimension to NAEP—a voluntary trial state assessment in 1990 and 1992. The first such trial was conducted in spring of 1990, with 40 states and territories participating in a mathematics assessment at grade eight. In 1992, the trial continues with mathematics at grades four and eight and reading at grade four.

The decision to undertake state-by-state reporting is not without its critics—especially among reading educators. Some fear that state-by-state comparisons will be used to draw inappropriate inferences or to make unsupported cause-and-effect relationships. Others are concerned that the assessment design will not reflect appropriate educational goals. Still others fear that the various NAEP assessments will foster, and ultimately outline, a national curriculum. Reading educators, in particular, were apprehensive that the reading assessment would be insensitive to many theoretical and instructional developments in the field, and that it might oversimplify the complex set of behaviors that are integral to reading.

The first report card related to America's national education goals was released in the fall of 1991. But it contained many gaps, especially at the state level. Reading information was limited to what could be inferred from SAT scores. There is clearly a need for an assessment that will allow states to determine the success with which they have met the goals established by the President and the nation's governors. The 1992 NAEP in Reading fills a critical gap in this area.

Chapter One

Development of the 1992 Reading Framework

The Reading Framework for the 1992 National Assessment of Educational Progress (NAEP) contains the rationale for the aspects of reading to be assessed and criteria for development of the assessment. The national consensus process used to develop this Framework was guided by the following:

- A general pattern of consensus development, which was set forth by law and which has evolved over time, that calls for "active participation of teachers, curriculum specialists, subject matter specialists, local school administrators, parents, and members of the general public" (Public Law 100–297, Part C, 1988).
- The decision that the 1992 reading assessment would pilot state-by-state comparisons, which increased the importance of the consensus process.
- Recognition that experts, educators, and interest groups in reading often hold diverse and conflicting views that have not been completely clarified, much less settled, by research in the field.

The process of developing the Framework was carried out in late 1989 and early 1990 under the direction of the National Assessment Governing Board (NAGB). Created by Congress under P.L. 100–297, NAGB is responsible for formulating policy for NAEP. The Board is specifically charged with selecting subject areas to be assessed, developing assessment objectives and test specifications by use of a national consensus approach, identifying appropriate achievement goals for each age and grade, and other NAEP policy responsibilities.

To prepare the 1992 Reading Framework, NAGB awarded a contract to the Council of Chief State School Officers (CCSSO). The consensus process involved a Steering Committee, a Planning Committee, and the project staff at the Council of Chief State School Officers. The following describes the composition of each of these groups and outlines the roles each played.

- The Steering Committee consisted of members representing 16 national organizations (see appendix A). This group met initially in October 1989 to provide guidance for the consensus process and two additional times to respond to the progress of the work on the Framework and to offer additional guidance. Drafts of each version of the developing Framework were sent to members of this committee for review and reaction.
- The Planning Committee of 15 members consisted of experts in reading, including several university professors, the dean of a college of education, a classroom teacher, a school administrator, state-level specialists in reading and assessment, and a representative of the business community (see appendix A). This committee was established to identify the goals for the 1992 assessment and to prepare the Framework. It met with the Steering Committee early in the project and three subsequent times as it developed the plan for the 1992 Reading Assessment. A subgroup of this committee met in January 1990 to develop the specifications for the assessment.
- The project staff at the Council of Chief State School Officers included a director, a project coordinator, and a project associate (see appendix A). In addition to meeting with the Steering Committee and the Planning Committee, this group maintained regular contect with staff and members of the National Assessment Governing Board.

As the Framework was being developed, the project staff continually sought guidance and reaction from a wide range of people in the fields of reading and assessment, from school teachers and administrators, and from state coordinators of reading and reading assessment. After thorough discussion and some amendment, the recommended Framework was adopted by the Governing Board in March 1990.

Steering Committee Guidelines

At its first meeting, the Steering Committee established guidelines to be followed in developing the Framework:

1. Focus on outcomes or be performance oriented, rather than reflect a specific instructional or theoretical approach. The Framework should not focus on the specific reading skills that lead to outcomes but on the outcomes themselves.
2. Address the increasing literacy needed for employability, personal development, and citizenship.
3. Expand the range of assessment tools to include such techniques as open-ended questions and other new approaches and formats appropriate to the objectives.
4. Account for contemporary research on reading and literacy but not imply a departure from the primary focus on outcomes.
5. Provide information to policymakers and educators that will assist them in making decisions about the improvement of educational performance.
6. Include general statements about what is reasonable reading performance for 4th, 8th, and 12th graders.

Considerations and Principles

The development of this Framework for the 1992 National Assessment of Educational Progress in Reading was guided by several considerations and principles—some resulting from the nature and purpose of the assessment, others reflecting the thinking and values of the Planning Committee and the Steering Committee.

The Nature of Assessment

The NAEP in Reading is an assessment conducted on a representative sample basis, not a test of individual performance. It is designed to inform policymakers and the public about achievement in the United States in broad terms. Thus, it is not designed to diagnose the causes of problems in individual students, schools, or districts. Furthermore, although analysis of NAEP

data can direct and inform research, the assessment is not designed primarily as a research instrument.

In 1992, NAEP data in reading can be used to inform participating states of some of the strengths and weaknesses of their students' performance. The data can also be used to inform individual states and the country as a whole of some of the links among reading-related activities in schools, student and teacher background characteristics, and performance in certain aspects of reading.

Reading Literacy

The term "reading literacy" is not intended to imply only basic or functional literacy. Rather the term connotes a broader sense of reading, including knowing when to read, how to read, and how to reflect on what has been read. Contemporary research indicates that reading is a complex process that involves an interaction among the reader, the text, and the context in which something is read. Because reading is not considered to be a simple, unidimensional skill, reading achievement cannot be represented adequately by a single score. Whereas some aspects of reading, such as how well a reader summarizes a passage, can be measured directly; other aspects, such as how a reader utilizes reading strategies, can be measured only indirectly.

Assessment and Instruction

Assessment by itself should not drive instruction. Educators, in response to societal expectations, should set goals or standards that assessments can measure and serve. However, teachers often do use assessment tasks to set priorities for what they teach. With this in mind, the Planning Committee determined that the 1992 NAEP in Reading must contain passages and tasks so similar to those which students encounter in classrooms and in their own reading that, should teachers choose to do so, they could use the kinds of passages and tasks found on the assessment to set priorities in their classrooms without distorting instruction.

New Methodologies

A consensus of societal goals and values, the best available reading theory and research, and the wisdom gained from classroom experience—but not primarily traditional psychometric theory—should drive the design of the assessment. The Framework must not promote assessment items that in terms of correlating with reading ability, have only statistical utility, but do not correspond to sound concepts of reading or resemble desirable classroom activities. Although the aspects of reading that can be measured in a project of national scope are limited by available resources, development time, and methodology, every effort must be exerted to make the best use of available methodology and resources. Capabilities in assessment must be driven forward, so that important aspects of reading that now elude measurement can be addressed in the near future. Toward these ends, new types of items and new methods of analysis were used for the 1992 NAEP in Reading along with well-constructed multiple-choice items.

The Basis of the Framework

Because the 1992 reading assessment includes a trial reporting of fourth-grade results state-by-state, concerns about the strength of the assessment design and about how the results will be reported have increased. Aware of these concerns, the Planning Committee attempted to develop a Framework that provides for an assessment that reflects both professional consensus and the best technical design possible in a large-scale reading assessment. The committee was aware that the Framework should represent a broad concept of reading that reflects the views of contemporary research, yet recognizes those aspects of reading currently emphasized in local school districts. It also should recognize that a variety of approaches and programs can produce successful readers. Therefore, in preparing this Framework, the committee considered a variety of perspectives, emphases, and opinions among professionals in universities and in state and local school districts. They began their work by identifying the most important goal of reading literacy education.

Chapter Two

The Design of the 1992 Reading Framework

A Goal for Reading Literacy Education

If the term "reading literacy" is used to describe a broad sense of reading, including knowing when to read, how to read, and how to reflect on what has been read, then an obvious goal of reading literacy education is to develop—in this broad sense—good readers. Substantial research and classroom experience have provided a great deal of information about good readers. In general, good readers have positive attitudes about reading and positive self-perceptions of themselves as readers. They choose to read a variety of materials, recognizing that reading serves many purposes in their lives. They read often and have developed their own criteria for what makes a text enjoyable or useful. They function successfully in schools, homes, and workplaces. They attain personal satisfaction that can come only from reading.

Some characteristics of good readers that distinguish them from less proficient readers follow. Good readers

a. Possess positive habits and attitudes about reading;

b. Read with enough fluency so that they can focus on the meaning of what they read;

c. Use what they already know to understand what they read;

d. Form an understanding of what they read and extend, elaborate, and critically judge its meaning;

e. Use a variety of effective strategies to aid their understanding and to plan, manage, and check the progress of their reading;

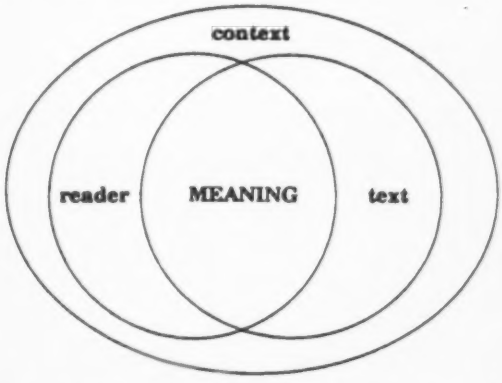
f. Can read a wide variety of texts and can read for different purposes.

The Planning Committee proposed that these characteristics of good readers provide the reference points for decisions about

which aspects of reading would be assessed in the 1992 NAEP. This orientation toward good readers reflects a focus on performance rather than a focus on instructional approaches in reading. In line with this orientation, the Planning Committee determined that the major focus of the 1992 NAEP in Reading be an assessment of student performance that uses three types of reading situations and involves several ways that students can construct, extend, and examine the meaning of what they are reading. In addition, the assessment gathers information about other important aspects of how students read, including fluency, use of different strategies to aid understanding, and the kinds of reading they engage in both in and out of the classroom. The next sections focus on these features of the assessment.

Types of Reading Situations

Reading for meaning involves a dynamic, complex interaction among three elements: the reader, the text, and the context. The context of a reading situation includes the purposes for reading that the reader might use in building a meaning of the text. The graphic below illustrates the reader-text-context interaction.



Good readers bring to this interaction their prior knowledge about the topic of the text and their purposes for reading it, as well as their skill in reading, which includes their knowledge about the reading process and about the structure of texts. Different types of texts have different organizations and features that have an effect on how a reader reads them. Readers are oriented to a given text very differently, depending on the text itself and on their purposes for reading. Some readers are comfortable and successful when reading stories but are uncomfortable and unsuccessful when reading directions for assembling a bicycle. Some readers may have learned how to read and learn from textbooks but are less able to approach and

appreciate a poem. Because students can be more or less proficient in reading different types of texts and in adopting different purposes for reading, it seems evident that the assessment of their performance must involve different types of text and different purposes for reading.

The 1992 NAEP reflects these considerations by assessing three general types of text and reading situations:

- Literature—reading for literary experience,
- Information—reading to be informed, and
- Documents—reading to perform a task.

The following discussion examines important characteristics of each of these situations.

Reading for literary experience usually involves the reading of novels, short stories, poems, plays, and essays. In these reading situations, readers explore the human condition and consider interplays among events, emotions, and possibilities. In reading for literary experience, readers are guided by what and how an author might write in a specific genre and by their expectations of how the text will be organized. The readers' orientation when reading for literary experience usually involves looking for how the author explores or uncovers experiences and engaging in vicarious experiences through the text.

Reading to be informed usually involves the reading of articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogues, and entire books on particular topics. The type of prose found in such texts has its own features. To understand it, readers need to be aware of those features. For example, depending upon what they are reading, readers need to know the rules of literary criticism, or historical sequences of cause and effect, or scientific taxonomies. In addition, readers read to be informed for different purposes; for example, to find specific pieces of information when preparing a research project, or to get some general information when glancing through a magazine article. These purposes call for different orientations to text from those in reading for a literary experience because readers are specifically focused on acquiring information.

Reading to perform a task usually involves the reading of documents such as bus or train schedules; directions for games, repairs, classroom, and laboratory procedures; tax or insurance

forms; recipes; voter registration materials; maps; referenda; consumer warranties; and office memos. When they read to perform tasks, readers must use their expectations of the purposes of the documents and the structure of documents to guide how they select, understand, and apply such information. The readers' orientation in these tasks involves looking for specific information so as to do something. Readers need to be able to apply the information, not simply understand it as is usually the case in reading to be informed. Furthermore, readers engaging in this type of reading are not likely to savor the style or thought in these texts, as they might in reading for literary experience.

Scales

The reading situations described above form the basis for the development of scales by which the 1992 NAEP in Reading will be reported. Performance on the literary, informational, and task-performing components will be reported on separate scales.

The proportion of items related to each of the reading situations changes from grade to grade to reflect the changing demands made of students as they mature. The proportions of items at each grade level are shown below.

Grade	Literary Experience	To Be Informed	To Perform A Task
4	55%	45%	(No Scale)
8	40%	40%	20%
12	35%	45%	20%

At the fourth-grade level, reading to perform a task will not be reported as a scale but rather as descriptive results. This decision was the result of three considerations: (1) To construct a scale in reading to perform a task, approximately one-fifth (20 percent) of the total items in the fourth-grade assessment would need to be devoted to those items. (2) Reading to perform a task, while important, probably does not reflect one-fifth of the type of independent reading fourth graders usually do. (3) By decreasing the number of items for reading to perform a task, more assessment time can be devoted to having students respond through extended writing to open-ended questions about longer, authentic texts.

The proportions of items in the 8th- and 12th-grade assessments are meant to reflect the reading that 8th and 12th graders are doing. Although literature is still very important for these students, they read extensively for information in content areas such as social studies and science, for information related to hobbies and interests, and for job-related purposes.

These scales support the need for teachers of science, civics, health, business, and technology—as well as literature—to understand the importance of skilled reading in their content areas and to promote the types of reading necessary to perform well in their classrooms.

Constructing, Extending, and Examining Meaning

Readers respond to a given text in a variety of ways as they use background knowledge and information from the text to construct an initial understanding, develop an interpretation to extend the text's meaning, and examine the meaning so as to respond personally and critically to the text. These various interactions between readers and texts do not form a sequential hierarchy or a set of subskills. Rather, they should be in the repertoire of readers who are at every developmental level in reading. An understanding of these interactions was crucial in the development of the assessment.

Forming an Initial Understanding

Forming an initial understanding requires readers to provide an initial impression or global understanding of what they have read. It involves considering the text as a whole or in a broad perspective. In the assessment, the first question following the passage taps this aspect of reading. Questions on initial understanding might include the following:

- Write a paragraph telling what the story/poem is about
- Which of the following is the best statement of the theme of this story?
- Write a paragraph telling what this article generally tells you
- What is this supposed to help you do?
- What would you tell someone about the main character?

Developing an Interpretation

Developing an interpretation requires readers to extend their initial impressions to develop a more complete understanding of what they have read. It involves linking information across parts of a text as well as focusing on specific information. Questions that ask readers to develop their interpretation might include the following:

- How did the plot begin to develop?
- What caused the character to do this? Use examples from the story to support your answer.
- What caused this event?
- What type of person is this character? Use information from the text to support your answer.
- In what ways are these ideas important to the topic or theme?
- What will be the result of this step in the directions?
- What does this character think about _____?

Personal Reflection and Response

Personal reflection and response requires readers to connect knowledge from the text with their own personal background knowledge. The focus here is on how the text relates to personal knowledge. Questions that ask readers to reflect and respond from a personal point of view might include the following:

- How did this character change your ideas of _____?
- Do you think that _____ (a grandmother and a 5-year-old) would interpret this passage the same way? Explain.
- How is this story like or different from your own personal experience? Explain.
- What current event does this remind you of? Explain.
- Does this description fit what you know about _____? Why?
- What does this passage/story say to you?

- Why do you think _____ (bullfrogs eat dragonflies?) Is there anything else you think they might eat? What parts of the passage, information from other books, or your own knowledge helped you answer this?

Demonstrating a Critical Stance

Demonstrating a critical stance requires readers to stand apart from the text and consider it objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor, and organization. Questions asking readers to demonstrate a critical stance might include the following:

- Compare this article/story to that one.
- How useful would this be for _____? Why?
- Do you agree with the author's opinion of this event?
- Does the author use (irony, personification, humor) effectively? Explain.
- What could be added to improve the author's argument? Why?
- Is this information needed?
- What other information would you need to find out that you don't know now?

The assessment also contains some questions that require readers to make connections across parts of a text or between texts. For example, students might be asked to compare a poem and a story with the same theme or to relate information from a first-person account to a textbook description of an event.

The following table illustrates the interactions among the aspects of reading assessed in the 1992 NAEP.

The 1992 NAEP in Reading: Aspects of Reading Literacy

Constructing, Extending, and Examining Meaning

	Initial Understanding	Developing Interpretation
	Requires the reader to provide an initial impression or unreflected understanding of what was read.	Requires the reader to go beyond the initial impression to develop a more complete understanding of what was read.
Reading for Literary Experience	What is the story/plot about?	How did the plot develop?
	How would you describe the main character?	How did this character change from the beginning to the end of the story?
Reading for Information	What does this article tell you about _____?	What caused this event?
	What does the author think about this topic?	In what ways are these ideas important to the topic or theme?
Reading to Perform a Task	What is this supposed to help you do?	What will be the result of this step in the directions?
	What time can you get a non-stop flight to X? (Search)	What must you do before this step?

Some questions require making linkages across parts of a text, or between texts using either personal reflection, critical stance, or both.

Fluency—Special study of how well students read orally.

The 1992 NAEP in Reading: Aspects of Reading Literacy

Constructing, Extending, and Examining Meaning

	Personal Reflection and Response	Demonstrating a Critical Stance
	Requires the reader to connect knowledge from the text with his/her own personal background knowledge. The focus here is on how the text relates to personal knowledge.	Requires the reader to stand apart from the text and consider it.
Reading for Literary Experience	How did this character change your idea of _____?	Rewrite this story with _____ as a setting or _____ as a character.
	Is this story similar to or different from your own experiences?	How does this author's use of ____ (irony, personification, humor) contribute to _____?
Reading for Information	What current event does this remind you of?	How useful would this article be for _____? Explain.
	Does this description fit what you know about _____? Why?	What could be added to improve the author's argument?
Reading to Perform a Task	In order to _____, what information would you need to find that you don't know right now?	Why is this information needed?
	Describe a situation where you could leave out step X.	What would happen if you omitted this?

Strategic Behaviors and Knowledge about Reading—When you have difficulty understanding what you are reading, what do you do?

Reading Habits and Practices—Have you read a book for enjoyment in the last week? Do you have a library card for your public library?

Constructing the Assessment

Designing Items

To effectively and efficiently explore the abilities of students to construct, examine, and extend meaning in a text, a combination of open-ended and multiple-choice items is used in the assessment. The type of items—multiple-choice or open-ended—is determined by the nature of the task.

The Board supported the inclusion of many open-ended items for a number of reasons. The first has to do with the nature of reading. As they read, readers are involved in a number of processes, including integrating information from the text with their own background knowledge, reorganizing ideas, and analyzing and critically considering the text. In an assessment of reading, it is important to have items that can most directly and accurately reflect how readers use these processes. Open-ended items that require extended responses provide a means of examining whether students can generate their own organized and carefully thought out responses to what they have read. Multiple-choice items do not permit this kind of assessment. Furthermore, open-ended items more closely resemble the real-world reading tasks that students must be able to perform to be successful in and out of school. Finally, open-ended items are the trend in state and international assessment programs. It is important that NAEP participate in such developments.

Multiple-choice items are used where the nature of the task calls for a single, clear answer to a question. Multiple-choice questions on the 1992 assessment emphasize critical thinking and reasoning rather than factual recall.

Open-ended items on the 1992 NAEP in Reading are to be scored using primary-trait scoring, with scoring rubrics created for each question. Primary trait scoring rates how well a reader accomplishes a task according to a few major criteria. The rubrics guide the scoring by giving specific criteria for assigning a number score to levels of success in answering the question. (See appendix B for passages and rubrics.)

To ensure that only important questions (those that will reveal how readers construct an understanding or extend and examine the meaning of the text) are used, the assessment passages were analyzed, using an approach such as mapping essential text elements, before the questions were developed. The

analysis of passages using such a method helped the test developers to determine if a given passage has a coherent, orderly structure and is rich enough in meaning to provide several items useful for examining student performance.

The first question following a selection taps the student's initial understanding of the passage. Questions requiring a more developed understanding or further examination of the meaning of the passage then follow. Some questions require readers to integrate or compare information across more than one passage.

Selecting Passages

Passages selected for the assessment were drawn from authentic texts actually found and used by students in real, everyday reading. Whole stories, articles, or sections of textbooks were used, rather than excerpts or abridgements. Passages written solely for a test or to provide drill in a specific skill were not considered appropriate for this assessment.

Does the use of authentic passages give some students an unfair advantage because of their familiarity with the texts? Two safeguards protect against this. First, passages are not drawn from classroom basal readers; but are taken from books and magazines students are unlikely to have read. For example, some passages might be taken from magazines published in 1990 or earlier. The second safeguard is the nature of the items. They require students to engage in careful inspection and consideration of the passages so that even in the unlikely event that a student has read a given passage, she or he would need to reread and reconsider it to respond to the items.

The difficulty of items is a function of the difficulty of the passages and of the amount of background knowledge a reader must use from outside the text itself to answer them. Because of their limitations, conventional readability estimates were not the only or even the main criteria for determining the difficulty level of a passage. Rather, the difficulty of text was judged by its length, the complexity of its arguments, the abstractness of its concepts, unusual points of view, and shifting time frames—factors that are not addressed by traditional readability measures. As the difficulty of the passages increases, so does the difficulty of the questions, since the questions focus on important points in the text.

Texts range in difficulty from those that specific grade-level teachers agree could be read by the least proficient students in a class (for example, about grade two in a fourth-grade class) to those texts that can be read by only the most proficient readers in the class (possibly grade-eight level in a fourth-grade class).

In general, the assessment consists of items that most students at the given grade levels can do. This means not only that students possess the requisite abilities, but also that they are likely to have actually encountered the particular type of text or task.

Chapter Three

Special Studies and Background Information

Special Studies

Reading is a complex process that is being understood better as it is studied over time. Time constraints and the large numbers of students involved in the 1992 NAEP in Reading limit what is included in the assessment. The assessment does not represent completely all aspects of the reading process that are supported by current reading theory and research. The Planning Committee, however, believed in the importance of addressing as many facets of reading as possible and in acknowledging new and promising approaches to reading assessment. For these reasons, the committees proposed conducting special studies. These studies focus on three important aspects of reading: fluency, reading habits and practices, and metacognition. Two of these—an oral reading and response study and a gathering of portfolio-like samples of classroom reading activities—are combined into the Integrated Performance Record. The third is a study of the metacognitive strategies students use to comprehend what they read. These special studies are part of the 1992 assessment, using a sample of fourth-grade students in the National Assessment.

Oral Reading and Response Study

A part of the Integrated Reading Performance Record, the Oral Reading and Response Study addresses concerns that fourth graders may not have the ability to recognize or figure out words as they read. Because the study focuses on actual reading performance, it also explores the potential of NAEP to be based more on student performance.

The importance of reading fluency goes beyond individual word recognition or accurate oral reading. Reading fluency involves the efficient, automatic recognition of words that permits readers to attend to understanding and thinking about what they are reading. Even the most tentative beginning readers can, at many levels, understand some of what they read.

Fluent readers, however, possess facility with written language that makes it possible for them to devote sufficient attention to understanding the text's meaning rather than only identifying the written words. The fluency with which readers can use all of the cues in a text, including syntax, semantics, and phonics, contributes to the effectiveness with which they understand what they read. In this sense, fluency is one means to some important ends.

In the assessment, fluency is determined by an analysis of students' oral reading of a passage from the assessment. The oral reading of a passage was chosen as the vehicle for assessing fluency because passage reading is observable and, as opposed to the reading of isolated words, allows students to use strategically their full range of text-processing skills.

Students are asked to read orally and respond to a passage they have read silently and answered questions about as a part of the regular assessment. An analysis is made of their oral reading fluency by looking for evidence of their use of phonics, sight vocabulary, semantics, and language structure. The relation of fluency to comprehension is also examined. The students' oral responses are related to their written responses to the passage. Because individual readers are asked to respond orally to the same questions they responded to in writing on the main assessment, examination of whether responses are similar in both modes is possible. It permits a consideration of the degree to which performance on the open-ended written questions might be confounded with students' writing abilities.

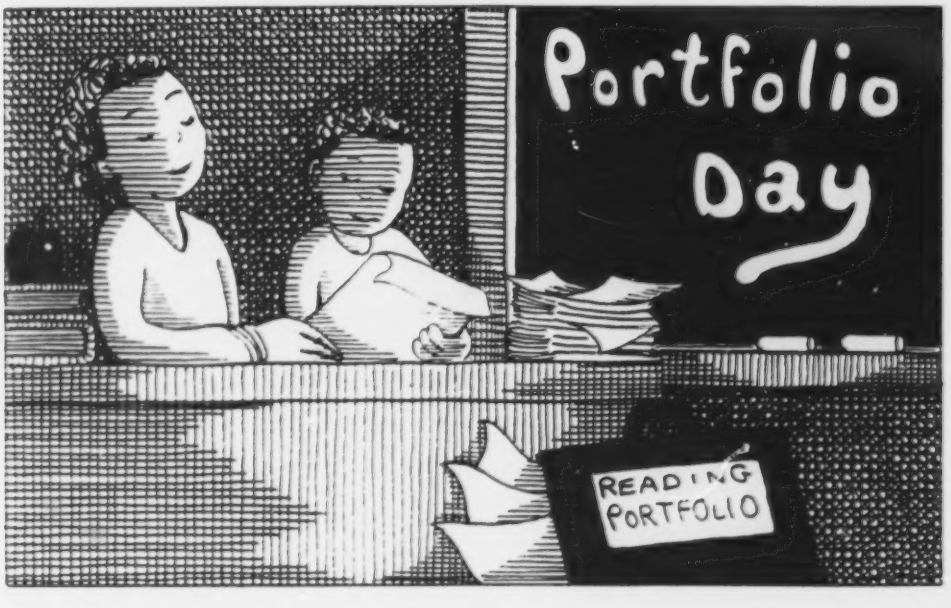
The purpose of this oral reading study is to pilot and refine the methodology and determine the usefulness of the results. A decision can then be made about whether to include examination of oral fluency on future assessments and possibly to extend it to other grade levels.

Portfolio Study

Portfolio assessment has engaged the interest of practitioners and policymakers as a means of documenting literacy performance in the day-to-day context of classroom life. Some portfolio components are included in the Integrated Reading Performance Record. The set of components is modest and does not represent a complete portfolio. However, given the high level of interest in this approach to literacy assessment and the potential value of

such an approach, it is deemed important to gather some data that might inform future assessment efforts.

The two main purposes of the portfolio study are to gather and analyze examples of classroom work in reading and to interview students about their reading activities both in and out of school. Components of the study include samples of students' daily work such as worksheets, written summaries, flow charts, or answers to open-ended questions. These samples are chosen by teachers, with student participation, and are analyzed to indicate the types of activities teachers are actually using in classrooms and how well students demonstrate in their daily work the types and aspects of reading examined in the assessment. In addition, interviews with students about their reading of self-selected books provide some information about student reading habits and practices.



The portfolio component study can become an important part of NAEP because it opens a window on the classroom. Such a study is valuable because it (1) provides information on students' self-selected reading outside of school and how their responses to whole books compare with responses to passages on the actual assessment; (2) offers some information about what is actually happening in classrooms during reading instruction; (3) permits examination of the types of reading responses students make on a daily basis; (4) begins to involve teachers directly in the assessment, rather than just in the usual question-and-answer section of a background questionnaire; and (5) permits large-scale exploration of an approach to assessment that is gaining support in states and districts throughout the country.

Metacognition Study

The term metacognition is used to describe the knowledge and strategies that good readers use to monitor their comprehension, such as predicting, skimming, and re-reading. Research has shown that good readers are strategic. That is, they know about and select strategies and approaches to their reading, and they use these strategies and approaches to help them understand and check their success in accomplishing their purposes for reading. In addition, research has provided a number of insights into what good readers specifically do before, during, and after reading.

Before reading, good readers consider what the text is going to be about, what they already know about the topic and the text genre, how fast or slowly they need to read, and what specifically they are looking for as they read. While reading, good readers ask themselves many questions: Does the meaning they are developing make sense? What might come next? Are they using the right speed? Are they using the right background information? What might they do to understand better? After reading, good readers decide if they have successfully read the text, whether they should go back and examine specific parts of the text, or whether they should reread for different purposes using a different strategy. Throughout the reading process, good readers' decisions about which strategies to apply are guided by an understanding of the purposes and structures of different types of text and by a knowledge of how to construct and examine meaning.

How students use strategies for monitoring their understanding and knowledge about reading is being considered in a separate but related study. The main purpose of the study is to determine efficient and reliable means of assessing students' awareness and use of reading strategies. The study examines the usefulness of different formats, such as written or oral responses and multiple-choice or open-ended items. It also weighs the effectiveness of certain specific questions such as:

- How did you read the passage above? (Fast, slowly, skimmed it, carefully?) Explain why.
- What especially helped you understand this part of the passage?
- What would help you answer/do this?
- What do you think will come next?
- Was there a place where you stopped to reread? Underline it in the passage.

The study also provides information about students' awareness and use of reading strategies that can be reported along with the results of the actual 1992 Reading Assessment.

Information for Educational Policymakers

Information useful to education policymakers is obtained from student questionnaires that are part of the 1992 NAEP in Reading and from questionnaires to which teachers and principals respond. The data gathered from these questionnaires, as well as those gathered in the Portfolio Study, give additional information about reading instruction in American schools and about the reading habits and practices of students. Some of this information focuses especially on topics that policymakers can address, such as access to a library at school or availability of a variety of reading materials in classrooms.

In summary, the NAEP in Reading for 1992 represents a collaborative effort among educational agencies, educators, and those interested in education to provide relevant and valid information about how well American students read and about factors affecting their performance. To this end, the Framework includes the best approaches possible at this time for gathering information on reading performance and activities related to

becoming good readers. In addition, the assessment is designed to endorse high standards for student achievement and set forth realistic goals for effective reading literacy in the 21st century. The assessment seeks to advance both reading and its assessment, while pointing the way for continued progress in the future.

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Appendix A

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Appendix B

Sample Items

Grade 4—Reading for Literary Experience

Waiting for Moke

By Delaney Lundberg

It was hot, and I was bored. Even the flies buzzing against the screens were bored—I could tell. There was nothing to do. There wasn't even anything I wanted to do, except maybe throw myself into a snowbank. But I couldn't really imagine that, either; it was too hot. I went out onto the back steps, letting the screen door bang behind me.

My little sister Nan was out there, sitting at the shady end of the steps. I sat down next to her. Her hair was pulled back into a ponytail so tight that it almost seemed to pull her face back with it. Her knees were dirty, and she was wearing some sort of ballet costume. It was dirty, too, and torn, and it had a little net skirt that stuck out.

"You sure look dumb in that ballerina suit," I told her, more out of boredom than anything else.

"I'm not a ballerina, I'm a dancerina," she said. She stretched her neck like a dancer.

Nan is a lot younger than I am, and she seems to be in a dream world half the time. But she usually gets the better of me somehow.

She was humming to herself and pointing and unpointing her toes. I wondered why she didn't seem bored.

"What are you doing out here?" I asked.

"I'm waiting for Moke," she said.

I groaned. We'd been through all this before. "There's no such person as Moke," I told her. "You made him up."

"I did not," Nan said.

"Oh, yes you did. He's imaginary. Mom says you made him up to keep you company. She says it's normal for someone your age."

"I am not normal." Nan tossed her head.

"O.K., have it your way. You're not normal. But Moke's not real, either."

"Moke is too real," insisted Nan.

"Then describe him."

"What?"

"Describe Moke. If he's real, then you tell me what he looks like."

Nan leaned back and closed her eyes. "All right," she said. "He looks just like a prince. He's very tall and handsome, and he has one gold tooth right in front, and he wears a sash around his head and a wide belt with a big silver buckle."

"Yeah. Sure," I said.

"Well, you don't have to believe me," she said. "You can see for yourself. He'll be here any minute."

"Where?" I asked.

"In the alley," she said.

"The alley?" I said. "What do you want to go in the smelly old alley for?"

"Because that's where I meet Moke," she said, then danced away from me toward the garage.

Suddenly I knew what I was going to do. I was going to prove, once and for all, that there was no such person as Moke. I went into the house and out the front door, then cut through the Metzlers' yard and out their back gate.

When I got into the alley, it was deserted and hot. Nothing moved, only the tar oozed between the cracks in the cement. I breathed in that strange alley smell—a mixture of tar, hot pavement, and garbage—and I almost had the feeling that I had come into another country.

The Metzlers had a little shed for their garbage cans, so I went in and pulled the door almost shut. An old felt hat of Mr. Metzler's lay on the ground. I stuck it on my head, crouched down, and waited.

It was even hotter inside the shed, and the smell of the garbage was awful. For a while nothing happened, and I thought, oh, she's done it again. She's got me knee-deep in garbage, and she's inside playing with dolls or something.

But then I heard the squeak of our back gate opening, and Nan did a few pirouettes into the alley. I noticed that she was barefoot, and I started to worry that she might cut her feet. But I knew I'd feel like a fool if she saw me coming out of the

garbage shed, so I stayed where I was. No sign of the mysterious Moke.

Then I heard a terrible rumbling noise from down at the end of the alley. It was the garbage truck. Nan hung on to the gate, watching it come, and I stayed where I was, watching too, and waiting for Moke. The truck stopped. Mr. Michaelson jumped out. I hoped he'd be quick about picking up the garbage; with that big truck in the way I might miss something.

And then suddenly I saw that Mr. Michaelson was wearing a wide belt with a silver buckle and had a bright bandanna around his head. Nan danced over to him, and when he smiled down at her, I saw the shine of a gold tooth, right in front!

I watched as my sister danced for him, and all at once she looked like a real ballerina—a tiny one—with her neck straight, her arms out gracefully to the sides, her hair pulled back neatly. The rips in her dress and the dirt on her knees seemed to fade away in the light of the alley.

So Nan was right after all. There was a Moke, even if I'd always thought of him as Mr. Michaelson. He didn't look quite like a prince to me—maybe more like a pirate. But he was real. I watched him as he placed the tip of his index finger on the top of Nan's head. Nan twirled and twirled under his finger, ending in a deep curtsy.

Then Moke reached into his back pocket, pulled something out, and handed it to Nan. It looked like a necklace. She slipped it over her head, then clapped her hands and danced back through the gate.

"Thanks, Moke!" she cried.

I stayed where I was, thinking about what I'd just seen. It almost seemed like a dream—Nan twirling in the alley, and Moke giving her a necklace. But it wasn't a dream. Moke had been around all along. I wondered how long Nan had known him—and why I hadn't.

Then an awful thought struck me. Moke was coming to collect the garbage, and here I was in the Metzlers' shed! I could already hear the truck starting up.

Should I leap out now, I wondered? All at once the heat and smell of the garbage were making me dizzy. My legs were so cramped, I could hardly straighten them. My sleeve got caught on one of the handles of the garbage cans, and I couldn't move quite fast enough.

I'd forgotten I was wearing the hat till Moke flung open the doors to the shed and exclaimed, "Now what have we here?"

I managed to crawl out from between the two cans, the too-big hat falling over my eyes. I wished I could melt along with the tar.

"You know, you're the best looking garbage I've seen all day!" Moke said. His smile made me forget my embarrassment, and I smiled back. Moke looked me over for a moment, then said, "Now, what have I got? What have I got for you?"

"I know!" he exclaimed, and his smile got wider. His gold tooth gleamed in the sun. He went and reached up into the cab of his truck and pulled something out. "You know, you'd really be surprised what you can find mixed in with the garbage," he said. "All you have to do is keep your eyes open." Then he held his hand out to me.

In it was one of those glass balls with a snowy little village inside—the kind you shake and make the snow fall down ever so gently. I took it in my hand, shook it up, and watched the snow fall down. I didn't pay any attention as Moke emptied the garbage into the truck and climbed back into the cab.

But when he revved up the engine, I looked to see him smiling down at me. All of a sudden I wished I could make him stay. But he'd be back in the alley, I knew. All I had to do was keep my eyes open.

"Thanks, Moke!" I called after him as he drove off. I'd never think of him as Mr. Michaelson again.

Then I shook the ball and watched the snow sift over the church steeple and down all the little roofs of the village. And suddenly, though I stood there in the alley with the tar oozing under my feet, I felt as cool as if I were right inside that glass ball, rolling in a snowbank.

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Waiting for Moke
Sample Questions—Grade 4

1. Initial Understanding/Theme

Write a paragraph telling what you think is most important about this story.

2. Initial Understanding/Character

a. Write a paragraph describing how the boy feels at the end of the story and why he feels the way he does. Give examples from the story to support your points.

b. In this story, the author mostly tells us about the role of _____in his life.

a. boredom
*b. fantasy
c. patience
d. generosity

3. Developing Interpretation/Major Event

Even though the boy teases his sister about using her imagination too much, sometimes he uses his imagination too. We know he does this because

a. he waits in the shed for Moke.
b. he agrees that Nan is not normal.
c. he is hot and can't think of anything to do.
*d. he looks at the ball Moke gave him and imagines a snow bank.

4. Developing Interpretation/Character

a. Describe at least two ways that Moke was important to Nan. Use information from the story and your own ideas in your description.

*denotes correct answer

b. How was Moke most important to Nan?

a. He made her brother apologize.
b. He cleaned up the glass in the alley.
c. He was a make-believe character who helped her pass the time.
*d. He encouraged her make-believe play and her cheerful view of life.

5. Personal Response/Character

How does this story change your idea of garbage collectors? Explain your response using ideas from the story as well as your own experience.

6. Critical Stance/Major Events

Write a paragraph or more telling the ways that Moke's gift to the boy was special.

7. Critical Stance/Setting

How could the author of the story have made the same point if she had decided to have the story take place on a farm instead of in the city?

Waiting for Moke

General Rubric for Question 2a.

Write a paragraph describing how the boy feels at the end of the story and why he feels the way he does. Give examples from the story to support your points.

Demonstrates an initial understanding through description and explanation of the feelings indicated by the boy's actions.

Scoring Rationale

The direction required the students to present an initial understanding of the piece by writing at least a paragraph about an inital interpretation of the feelings of the character telling the story. The directive required the students to (1) describe the boy's feelings (2) explain why he felt that way, and (3) provide evidence from the text.

0. Off Task

1. Unsatisfactory	A disjointed description of the character's action with no interpretation.
2. Partial	These responses indicate unsubstantiated comprehension by offering unrelated descriptions of the boy's feelings. At times, the feelings are described but the substantiation is not provided while, at other times, both are incomplete. In some cases, the respondent might include all three parts of the response but have an incomplete understanding/description of the feelings. In other instances, responses at this level will provide two rather than three more complete parts of the response/interpretations.

3. Essential	These responses provide descriptions of the characters' feelings, explanations of the interpretation, and specific textual evidence. Essential feelings would include a different attitude toward his sister, less bored, his own enjoyment of playing with the snow toy, or using make believe. Any *one* of these, *well-developed*, is sufficient for a score of 3.
4. Extensive	These responses provide a description of at least two of the three kinds of feelings. In addition, all three parts of the response are provided in a well-organized and/or elaborated understanding.

The French Revolution

What kinds of social and economic problems existed in France during the 1700's?

How did the third estate help bring about the French Revolution?

Problems in France: During the 1700's France was one of the richest countries in Western Europe. France had a large export trade. It also had a high level of culture. However, France had many social and economic problems.

At that time there were three classes of people in France. These classes were called estates. The first estate was made up of the clergy and the second estate was made up of the nobles. The rest of the French people belonged to the third estate. This estate was made up partly of people in the middle class, such as merchants, doctors, and lawyers. The peasants, however, made up the largest part of the third estate.

There were a great number of problems with the French estates. The members of the first and second estates made up only a small part of the population of France. The clergy and the nobles, however, owned almost half the land in the country. They also held most of the positions of power in France. The middle class was becoming wealthier. These people wanted to have the same rights as the clergy and the nobles had. In addition, the first and the second estates did not pay many taxes. The people of the third estate, on the other hand, paid most of the taxes. How do you think the people of the third estate felt about this?

The French Revolution: The government of France was deeply in debt by 1789. This was partly because France had spent a great amount of money on different wars during the 1600's and the 1700's. It was partly because the rulers of France lived in great luxury. It was also partly because the first two estates paid few taxes.

Louis XVI, the king of France, decided to call a meeting of the Estates-General to help raise money. As you learned in Chapter 13, the Estates-General was a government body that advised the king and approved taxes. Due to the strength of the French kings, the Estates-General had not met since 1614.

In the past each estate, voting separately as a group, cast one vote in the Estates-General. This meant that the first two estates could outvote the third estate two to one. This was true even though the third estate left the Estates-General and formed the National Assemble of France. This Assembly claimed that it had the real power to make laws for France. It also wrote a new plan of government. The actions taken by the third estate led to the French Revolution.

The economic problems of France grew during the summer of 1789. There were bad harvests. The price of goods, as well as taxes rose. Also, there were stories that the king was gathering an army against the Assembly. Violence soon began in many parts of France. On July 14 a crowd of people stormed the Bastille [ba-STEEL], or king's prison. Other French people destroyed the homes and the records of nobles.

In order to try to stop the spread of violence, the Assembly passed laws that helped to end the power of the king and the upper classes. The Assembly also listed the goals of the French Revolution in a paper called the Declaration of the Rights of Man and the Citizen. This paper stated that the government should be based on liberty and equality. It also said that the government should protect the rights of its citizens. How would you compare this paper to the United States Declaration of Independence?

France Becomes a Republic: The rulers of other European countries were worried that the ideas of the French Revolution would spread to their countries. So some European rulers began to organize their armies in order to fight the French. In April of 1792 France went to war against Austria and Prussia. At first France lost many battles. This greatly upset many French people. Some of these people also believed that King Louis XVI was working with other European rulers to stop the French Revolution. So in 1792 the king and his family were made prisoners, and the king lost his powers. A new constitution made France a republic. In January of 1793 Louis XVI was put to death.

By late 1793 certain leaders who controlled the government of France were worried that they might lose their power. So these leaders decided that the enemies of France should be put to death. This time became known as the Reign of Terror. During this time thousands of people were killed. The Reign of Terror ended in less than one year, after many of the leaders who started it were killed.

In 1795 another kind of republic, called the Directory, was formed in France. The five people who made up this government were called Directors. However, this government did not provide the strong leadership France needed at that time.

Results of the Revolution: There were many important results of the French Revolution. Feudalism ended in France. This meant that the clergy and the nobles were no longer the privileged classes in France. The French monarchy was overthrown, and France became a republic based on a written constitution. The lands that had been taken away from the clergy and the nobles were sold to the peasants. How do you think these people were helped by owning their own land? In addition, the middle class in France gained more power.

The French Revolution helped to spread ideas about democratic government to other countries in Europe. These ideas also helped feelings of nationalism [NASH-nuhl-is-uhm] to grow strong among people in France. Nationalism is love for and loyalty to a country. These feelings also began to grow strong in other European countries.

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The French Revolution
Sample Questions—Grade 8

1. Initial Understanding/Central Purpose

a. Write a paragraph telling what the central purpose is in this selection.

b. The central purpose of this selection is to describe how

a. France got into deep financial debt.
b. the French king lost his power to govern.
*c. problems in France led to the first Republic.
d. the French Revolution led to the Reign of Terror.

2. Developing Interpretation/Major Idea

At the time of the revolution, French society was

a. united against the King.
b. united in favor of the revolution.
*c. divided into three levels by social class.
d. divided according to the rules of the National Assembly.

3. Developing Interpretation/Major Idea

After the revolution the French government set up the Directory. It was much like which part of the American System of government?

a. the judicial branch
*b. the executive branch
c. the legislative branch
d. the treasury department

4. Developing Interpretation/Major Idea

a. Write 1–3 paragraphs describing the similarities or differences between government before the revolution and after the revolution in France.

*denotes correct answer

b. How was the government before the revolution similar to the government under the Director?

a. Both had constitutions.
b. Both taxed the people unequally.
c. A small number of people ruled in both.
d. The king had most of the power in both.

5. Developing Interpretation/Major Idea

a. Which of the following was NOT a result of the revolution?

a. Feudalism was ended.
b. France became a republic.
c. More land was given to the peasants.
*d. The third estate was given the right to vote.

b. Write a paragraph or more describing the results of the revolution. Use information from the passage to illustrate your points.

6. Developing interpretation/Major Events

a. Write a paragraph telling why the National Assembly was formed.

b. Why was the National Assembly formed?

a. The King wanted a constitution.
*b. The Third Estate wanted more power,
c. The Estate-General wanted a Directory.
d. The King wanted money to pay for his debt.

7. Developing Interpretation/Supporting Idea

a. What was the purpose of the Declaration of the Rights of Man and the Citizen?

a. It created the new constitution in France.
*b. It outlined the goals and principles of the revolution.
c. It allowed the King and the people to share power under te new government.
d. It was written to stop the violence that was occurring at the time of the revolution.

b. What was the purpose of the Declaration of the Rights of Man and the Citizen?

8. Personal Response/Central Purpose

How did the passage change or add to your understanding of why revolutions take place?

9. Critical Stance/Supporting Ideas

a. Tell how the author classifies the causes of the French Revolution.

b. How does the author classify the causes of the French Revolution?

a. new and old
b. national and local
*c. social and economic
d. political and religious

10. Critical Stance/Central Purpose

The author of this selection helps you to understand the French Revolution by

*a. comparing important historical ideas and events.
b. defining important words related to the French Revolution.
c. analyzing historical documents from the French Revolution.
d. explaining cause and effect relationships among historical events.

The French Revolution

General Scoring Rubric for Question 4a

Write 1–3 paragraphs describing the similarities or differences between government before the revolution and after the revolution in France.

Demonstrates a developing interpretation through indicating specific ways in which things either changed or remained the same in France from the time before the revolution to after the revolution.

Scoring Rationale

The directions required the students to present evidence of developing interpretation by writing at least a paragraph and possibly more on the changes that were or were not brought about in France by the revolution. The directions require the students to offer more than one item from the text.

0. Off Task

1. Unsatisfactory	An unorganized or incomplete response that only offers one item; offers information on conditions other than the government, such as the economic or cultural characteristics of the country; offers incorrect information; or looks only at the time before or the time after the revolution.
2. Partial	These responses provide descriptions of the government based on specific information from the text. More than two characteristics are offered. There is information on the government both before and after the revolution.
3. Essential	These responses provide descriptions of the government based on specific information from the text. More than two characteristics are offered. There is information on the government both before and after the revolution.

4. Extensive	These responses provide several characteristics of the government in France both before and after the revolution and make connections between them. These answers are organized and thorough.

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FARE SCHEDULE

Zone	Between Washington and	One Way	Round Trip	Weekly	Monthly
MARC Brunswick Line					
M7	MARTINSBURG	$7.25	$13.00	$47.00	$159.00
M6	Duffields	6.50	11.75	42.00	143.00
	Harpers Ferry	6.50	11.75	42.00	143.00
M5	BRUNSWICK	5.75	10.25	37.50	126.00
M4	Point of Rocks	5.00	9.00	32.50	110.00
M3	Dickerson	4.25	7.75	27.50	93.00
	Barnesville	4.25	7.75	27.50	93.00
	Boyds	4.25	7.75	27.50	93.00
M2	Germantown	3.50	6.25	22.50	77.00
	Metropolitan Grove	3.50	6.25	22.50	77.00
	Gaithersburg	3.50	6.25	22.50	77.00
	Washington Grove	3.50	6.25	22.50	77.00
	Rockville	3.50	6.25	22.50	77.00
M1	Garrett Park	2.75	5.00	18.00	60.00
	Kensington	2.75	5.00	18.00	60.00
	Silver Spring	2.75	5.00	18.00	60.00
MARC Camden Line					
C4	BALTIMORE				
	Camden Station	$5.00	$9.00	$32.50	$110.00
C3	St. Denis	4.25	7.75	27.50	93.00
	Elkridge	4.25	7.75	27.50	93.00
C2	Jessup	3.50	6.25	22.50	77.00
	Savage	3.50	6.25	22.50	77.00
	Laurel	3.50	6.25	22.50	77.00
C1	Berwyn	2.75	5.00	18.00	60.00
	College Park	2.75	5.00	18.00	60.00
	Riverdale	2.75	5.00	18.00	60.00
MARC Penn Line					
P8	PERRYVILLE	$8.00	$14.50	$52.00	$176.00
P7	Aberdeen	7.25	13.00	47.00	159.00
P6	Edgewood	6.50	11.75	42.00	143.00
P5	Martin Airport	5.75	10.25	37.50	126.00
P4	BALTIMORE				
	Penn Station	5.00	9.00	32.50	110.00
	West Baltimore	5.00	9.00	32.50	110.00
P3	Halethorpe	4.25	7.75	27.50	93.00
	BWI Airport	4.25	7.75	27.50	93.00
P2	Odenton	3.50	6.25	22.50	77.00
	Bowie State	3.50	6.25	22.50	77.00
P1	Seabrook	2.75	5.00	18.00	60.00
	New Carrollton	2.75	5.00	18.00	60.00

Elderly/Handicapped fares available.

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FARES

Tickets can be purchased with cash or check (with photo ID and current address imprinted on the check) at any ticket office or one-way and round-trip tickets may be purchased on the trains when no ticket agent is available. Sorry, no credit cards are accepted. Complete fare and ticket purchase information is available upon reasonable request during station hours.

Fares and on-train penalties paid in the absence of round-trip or commutation tickets will not be credited or refunded. Tickets purchased on trains may be subject to fare penalties if the ticket office was open at train time.

Children, senior citizen and disabled citizen fares are available. Please see your MARC ticket agent.

Lost Tickets
Lost, damaged or stolen tickets are neither refunded nor replaced.

Fare Dispute
In the event of a fare dispute, please pay the requested fare, obtain a receipt, and see a ticket agent for further information.

Ticket Honoring
Tickets on MARC Penn and Camden Lines may be valid to/from stations in the same numbered fare zone on either line. Also, between Baltimore Penn and Washington Union on Monday through Friday, certain MARC weekly and monthly tickets may be valid on unreserved Amtrak trains before 6:00 a.m. and after 10:00 p.m., and on Amtrak trains 187 and 189. For travel to/from Aberdeen on Monday through Friday, certain weekly and monthly tickets may be valid on the following unreserved Amtrak trains: 187, 177, 442, and 66. For weekends and days that MARC trains do not operate, payment of a "step up" charge will be required when MARC tickets are used on Amtrak. Weekly and monthly tickets are also good on unreserved Amtrak trains. Consult MARC ticket agent for further information.

Refunds

The redemption value of unused or partially-used tickets are determined as follows:

(a) One-way and round-trip tickets:

(1) A ticket wholly unused will be redeemed at the fare paid, up to six months from date of purchase.

(2) A ticket partially used will be redeemed by allowing the difference, if any, between the value of the transportation furnished on the ticket at the full tariff fares and the amount originally paid.

(b) Weekly Tickets

Redemption value will be based on the day of the week the ticket is presented (or postmarked) for refund:

Before effective week begins	100%
Saturday-Sunday-Monday	75%
Tuesday	50%
Wednesday	25%
Thursday-Friday	0%

(c) Monthly Tickets

Redemption value will be determined based on the calendar day of the month that the ticket is presented (or postmarked) for refund:

Before effective month begins	100%
Days 1–5	75%
Days 6–10	50%
Days 11–15	25%
Remainder of Month	0%

WEEKLY

Valid for use beginning on Saturday of designated week until midnight of the following Friday.

MONTHLY

Valid for use limited to the first through the last day of the calendar month.

MONDAY THRU FRIDAY

MARC Brunswick Line:
MARTINSBURG—BRUNSWICK— WASHINGTON UNION STA.

▼ Read Down	270	272	274	276	278	280	282
MARTINSBURG	—	—	5:45a	—	—	6:45a	—
Duffields	—	—	5:58a	—	—	7:00a	—
Harpers Ferry	—	—	6:10a	—	—	7:10a	—
BRUNSWICK	5:20a	5:50a	6:20a	6:30a	6:45a	7:20a	3:00p
Point of Rocks	5:30a	6:00a	6:31a	6:40a	6:55a	7:30a	3:10p
Dickerson	f 5:36a	6:05a	—	—	7:03a	—	—
Barnesville	5:42a	6:10a	6:40a	6:49a	7:07a	—	—
Boyds	f 5:45a	—	—	—	7:13a	—	—
Germantown	5:50a	6:17a	6:47a	6:57a	7:17a	7:47a	3:24p
Metropolitan Grove	5:54a	6:21a	6:51a	7:01a	7:23a	—	3:29p
Gaithersburg	5:59a	6:26a	6:55a	7:06a	7:27a	7:55a	3:33p
Washington Grove	f 6:00a	6:28a	—	—	7:30a	—	—
Rockville	6:07a	6:34a	7:03a	7:14a	7:36a	8:02a	3:40p
Garrett Park	6:13a	—	—	7:20a	7:42a	—	—
Kensington	6:16a	6:43a	—	7:23a	7:45a	—	3:48p
Silver Spring	6:21a	6:47a	7:15a	7:30a	7:51a	8:15a	3:55p
WASHINGTON Union Sta.	6:38a	7:05a	7:32a	7:45a	8:08a	8:30a	4:10p

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WASHINGTON UNION STA.—BRUNSWICK—MARTINSBURG

▼ *Read Down*	271	273	275	277	279	281	283
WASHINGTON Union Sta.	8:45a	4:25p	4:55p	5:00p	5:30p	6:05p	6:50p
Silver Spring	8:58a	4:38p	5:07p	5:13p	5:42p	6:17p	7:02p
Kensington	9:04a	4:44p	—	5:18p	5:47p	6:22p	7:08p
Garrett Park	—	—	—	5:22p	5:51p	6:26p	7:12p
Rockville	9:11a	4:52p	5:20p	5:27p	5:56p	6:31p	7:17p
Washington Grove	—	—	—	5:32p	—	6:36p	7:23p
Gaithersburg	9:18a	4:59p	—	5:35p	6:03p	6:39p	7:26p
Metropolitan Grove	9:22a	5:03p	—	5:39p	6:07p	6:43p	7:30p
Germantown	9:26a	5:08p	—	5:44p	6:12p	6:48p	7:35p
Boyds	—	—	—	5:46p	—	f 6:51p	f 7:38p
Barnesville	—	5:18p	—	5:54p	6:22p	6:59p	7:44p
Dickerson	—	—	—	5:57p	—	7:02p	f 7:47p
Point of Rocks	9:44a	5:28p	—	6:05p	6:31p	7:09p	7:53p
BRUNSWICK	9:56a	5:40p	5:57p	6:20p	6:43p	7:24p	8:06p
Harpers Ferry	—	—	6:07p	—	6:53p	—	8:14p
Duffields	—	—	6:17p	—	7:03p	—	8:24p
MARTINSBURG	—	—	6:35p	—	7:20p	—	8:39p

TIMETABLE SYMBOLS

f — flag stop: at this station, trains will pick up passengers standing on platform and visible to engineer; will discharge passengers at this station if passenger has notified conductor upon boarding.

d — discharge stop: at this station, train will stop to discharge passengers only if passenger has notified conductor upon boarding

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Train Schedule
Sample Questions—Grade 12

1. Initial Understanding

What is the price of a round trip ticket from Washington Union Station to Baltimore (Penn Station)?

a. $5.00
b. $6.00
c. $8.00
*d. $9.00

2. Initial Understanding

Can you take your bicycle on the train? Under what heading did you find the answer to this question?

3. Developing Interpretation

You have a ticket to Washington on a train that leaves Harper's Ferry at 6:10 a.m. Can you take a later train? If so, which one? If not, why not?

4. Developing Interpretation

How are you allowed to pay for train tickets?

a. cash only
b. cash or credit card
*c. cash or check
d. check or credit card

5. Developing Interpretation

If it was snowing in Baltimore and you needed to know whether the trains were running on time, what two things could you do to get this information?

6. Personal Response

What other information might you need about the trains that is not given in the flyer?

7. Critical Stance

How could the information on fares and fare schedules be presented to make it more useful?

*Denotes correct answer

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National Assessment Governing Board

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